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ABSTRACT

This quarterly bulletin provides brief annotations for tests of the following types recently acquired by the ETS Test Collection: achievement; aptitude; personality, interests, attitudes, and opinions; and miscellaneous, sensory-motor, and unidentified. To provide information about instruments for those engaged in research or project direction involving young children appropriate entries are indicated. Other information includes: announcements received, tests no longer available, test reviews, new publishers, new addresses, publisher changes, new references (annotated), scoring services and systems, notes, and addresses of publishers and organizations whose materials and services are mentioned in this bulletin. A complete index to volume 8, numbers 1-4 is included in this issue. (RC)

test collection bulletin

Pamela Rosen, Editor
Vol. 8, No. 4

October 1974

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services, and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •.

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin* readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 14-16. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents are published in *Research in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule. The Index to Volume 8, Numbers 1-4 is included in this issue.

For additional information about the Test Collection or *Test Collection Bulletin* write to:

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Questions about the Head Start Test Collection should be addressed to:

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NOTICE TO SUBSCRIBERS OF THE TEST COLLECTION BULLETIN

The *Test Collection Bulletin* is now available on a subscription basis. The $2.00 subscription fee ($2.50 for foreign readers) will help cover the cost of preparation, printing, handling, and mailing. Specific instructions and an order form are provided inside the back cover.

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Unless otherwise indicated, the tests have been published in the United States

Achievement

• *Comprehensive Tests of Basic Skills: Expanded Edition, Form S* (CTBS/S). c1973. Kindergarten-Grade 12. CTB/McGraw-Hill.

The structure and organization of CTBS, *Forms Q and R* is a series of batteries which comprise seven overlapping levels covering the range of Kindergarten through Grade 12. The tests use a process/content classification system and are designed to measure the kind of competencies in language, number, and problem-solving skills required for academic study and for everyday needs outside of school.

• *Level A*. Kindergarten/Grade 1.5
A prereading/total instrument which assesses prereading skills, language acquisition, and elementary mathematics concepts. The unit is appropriate for use with children in Kindergarten or children in Grade 1 who have not attended Kindergarten. Seven subtests yield a Total Prereading Score: Letter Forms, Letter Names, Listening for Information, Letter Sounds, Visual Discrimination, Language, and Sound Matching. In addition, there is a Mathematics test which assesses nineteen items for number systems, operations, and measurements.

• *Level B*. K.5-1.9
Designed for use with students who have received about a year of instruction. Subscores are: Reading (Letter Sounds, Word Recognition, Reading Comprehension), Language, and Mathematics (Concepts and Applications, Computation).

• *Level C*. Grades 1.5-2.9
Subscores are: Reading (Vocabulary, Comprehension Sentences, Comprehension Passages), Language (Language Expression, Spelling, Language Mechanics), Mathematics (Computation, Concepts and Applications), Science, and Social Studies.

• *Level D*. Grades 2.5-4.9
Subscores are: Reading (Vocabulary, Comprehension), Language (Spelling, Language Expression, Language Mechanics), Mathematics (Computation, Concepts and Applications), Reference Skills, Science, and Social Studies.

Level E. Grades 4.5-6.9
The tests at this level yield the same subscores as those provided at level D.

Level F. Grades 6.5-8.9
The tests at this level yield the same subscores as those provided at level D.

Level H. Grades 8.5-12.9
The tests at this level yield the same subscores as those provided at level D.

• *Dos Amigos Verbal Language Scales* by Donald S. Crichton. c1974. Kindergarten-Grade 6. Academic Therapy Publications.

Designed to assist in the auditory discrimination language development of the Mexican-American child and to enable the school to plan instructional programs based on language needs. The scales can be used to identify the dominant language of the child and to indicate the levels of spoken English and Spanish language development at which the child is capable of functioning. The test should be individually administered by someone with a reading and speaking knowledge of English and Spanish.

• *GAP Reading Comprehension Test* by John McLeod [and] and Derick Unell. [British manual]. c1965-70. Grades 2-7. Hart-Davis Educational Books Ltd., Great Britain.

A modified cloze technique is employed to assess children's reading ability.

• *Individual Pupil Monitoring System: Reading* (IPMS-R). c1974. Grades 1-6. Houghton Mifflin Company.

A series of criterion-referenced tests measuring pupil's performance on specified behavioral objectives. The tests are available in six overlapping levels, each of which covers in three reading skill categories: Word Attack, Vocabulary and Comprehension, and Discrimination/Study Skills. The System is designed to provide the teacher with information which will facilitate the individualization of instruction by objectives.

• *The K-Q Kindergarten Questionnaire* by Susan Berger and Evelyn Perlman. c1972. Kindergarten. Susan Berger.

Designed to screen children prior to kindergarten in order to identify specific strengths and weaknesses in the areas of language, emotional/social development, motor development, and health. The instrument includes Child Info Questionnaire, which consists of drawing, copying, balancing, and memory tasks; Parent Questionnaire, which elicits parental perceptions of the child and Individual and Summary Data Cards, which are designed to collate information to determine the specific needs of the individual child and to aid in planning class groups and instructional classes.

Mathematics Evaluative Materials Package: Addition and Subtraction by Dorothy M. Hore. c1973. Grades 4-6. Ontario Institute for Studies in Education, Canada.

A set of objectives and companion test items pertaining to addition and subtraction. The items are intended to aid in determining areas of strengths and weaknesses and/or readiness for further development in the process. The Package may be used in developing tests covering long or short units of work.

Mathematics Evaluative Materials Package: Fractions and Decimals/Ratio and Per Cent by Dorothy M. Hore. c1973. Grades 4-6. Ontario Institute for Studies in Education, Canada.

Included in the package are some companion items for objectives that are commonly used in the teaching of fractions, decimals, ratio, and per cent. Teachers may use the package to select materials for evaluation purposes to meet individual needs.

Mathematics Evaluation Resource Package: Multiplication and Division-Based Operations by Dorothy M. Morse. (1977). Grades 4-6. Ontario Institute for Studies in Education, Canada.

A set of performance objectives and evaluation test items. This Package can be used for assessing what a student already knows or is learning in the classroom today. The items are designed to help determine areas of strength, and weaknesses of individuals or groups as a diagnostic readiness for further development of a topic.

• *Northwestern Evelyn Learning Test* by Laura L. Lee. (1969-73). Ages 3-9. Northwestern University Press.

A screening device designed to yield an estimate of scholastic development. The test measures both receptive and expressive use of symbolic forms.

Objectives-Based Test Collection: Mathematics Elements, Synthesis and Measurement, Grades 7-9 by Denis Purcell and Ira Morkove. (1974. Grades 7-9. Instructional Objectives Exchange.

Each test in this collection is designed to measure a major skill in the use of elements, synthesis, and measurement. The 47 test items cover subject areas: Sets, Integers, Rational Numbers, Real Numbers, Statements, Sentences and Logic, and Measurement.

Objectives-Based Test Collection: Mathematics Geometry, Operations and Relations, Grades 7-9 by Denis Purcell and Ira Morkove. (1974. Grades 7-9. Instructional Objectives Exchange.

Each test in this collection of 31 is designed to measure a major skill in the use of geometry, operations and relations. The domain subject areas are represented: Geometric Operations and Properties, Statistics, Ratios and Proportions, and Graphs.

• *Pre-Reading Assessment Kit (PRAK)* by Ontario Institute for Studies in Education. (1977). Kindergarten-Grade 1. CTB/McGraw-Hill.

A screening device which provides diagnostic information about a child's performance in skills related to learning to read. The kit consists of a series of single-page tests at three levels in each of four skill areas: Listening, Symbol Perception, Experience Vocabulary, and Comprehension. Since PRAK provides a variety of assessment materials at various difficulty levels, the child does only those exercises which the teacher considers appropriate.

Prescriptive Mathematics Inventory Inventory Evaluation Every Experimental Edition by John Carnal. (1977). Grades 4-7. CTB/McGraw-Hill.

Designed to determine if instruction has led to mastery of the objectives measured by the Prescriptive Mathematics Inventory (PMI). The scales of tests in four-part sets are available at three overlapping levels and can be used as summative tests or independently of the PMI.

• *Prescriptive Reading Inventory Inventor Every Experimental Editions* (1972). Grades 1-3 to 7-9. CTB/McGraw-Hill.

Developed to help teachers determine whether reading difficulties can be resolved in student mastery of the objectives measured by the Prescriptive Reading Inventory (PRI). The tests cover: Recognition of Sounds and Symbols, Phonic Analysis, Structural Analysis, Translation, Literal Comprehension, Interpretive Comprehension, and Critical or Applied Reading. Tests are available at four overlapping levels and can be used in certain cases with or independently of the PRI.

• *Processing Test of Spanish Grammar* by Allan E. Kamhi. (1977). Ages 3-7. Northwestern University Press.

One individually administered screening device is designed to identify those Spanish-speaking children who do not possess even quasi-normal productive communication skills for their age. The test consists of a picture book and an organized protocol, with testing 10 syntactic constructions as well as the Communication Evaluation Inventory Test. While the test is intended for use with Spanish-speaking children, instructions for administration are provided in both Spanish and English.

Standard Diagnostic Reading Test: Level III by Byron Kaliski, Richard Madden, and Eric F. Gardner. (1974. Grades 9-13. Harcourt Brace Jovanovich, Inc.

This diagnostic test is designed to measure the major components of the reading process which are represented by four sets of subtests: comprehension, vocabulary, decoding, and rate. It is comprised of seven subtests: Reading Comprehension, Word Meaning, Word Parts, Phonetic Analysis, Structural Analysis, Scanning, and Flexibility, and Use of Rate.

SD Knowledge Test by Joseph Chapple and Calvin McHugh. (1973. Grades 9-16. Family Life Publications, Inc.

A self-administered scrambled test designed to assess knowledge of venereal disease. Incorrect responses are keyed so as to direct the respondent to the places in the accompanying booklet. A shorter (12 vs. 24 items) Venereal Disease Education, where the correct responses are to be used.

• *Word Performance Inventory* by Peter Dean Rankin. (1974. (1977). Kindergarten-Grade 6. Peter Dean Rankin.

Assesses visual reading difficulties in terms of five factors: Word-Naming Letter Order, Word Recognition, Partial Word Recognition, Misperception vs. Reversion, and Word Letter Order Changes vs. Sound-Letter Pronunciation. For each item the subject is asked to choose between pairs of stimulus geometrically the one most like a given target word.

Aptitude

Allen Intelligence Inventory by Richard S. Gorsuch. (1964. Grades 9-16 and Adults. Richard S. Gorsuch.

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PUBLISHER CHANGE

Character Research Association is now:

Peace Research Laboratory
6251 San Bonita
St. Louis, Missouri 63105

NEW REFERENCES

Abel, Theodora M. *Psychological Testing in Cultural Contexts.* New Haven, Connecticut: College and University Press, 1973. Pp. 240, $3.45.

This book discusses the various difficulties in cross-cultural testing and reports on a variety of studies that highlight problems of administration and interpretation. Intelligence tests are discussed with emphasis placed on projective testing in different cultures. The Rorschach Test and the Thematic Apperception Test are examined and suggestions are made for modifying the material under different testing conditions and in different cultural groups. Other projective tests, including figure drawings and sentence completion tests, are also discussed.

Anderson, Scarvia B., Ball, Samuel, Murphy, Richard T., and Rosenthal, Elsa J. *Anatomy of Evaluation—Important Concepts and Techniques in Evaluating Education/Training Programs.* Princeton, New Jersey: Educational Testing Service, August 1973. PR-73-36. Pp. 407.

This book serves as the report of Phase I of a three-part investigation directed toward the analysis and codification of existing principles and techniques of program evaluation, the critical examination of present discrepancies between the theory and the practice of evaluation in adult training programs, and informed recommendations about scientific, informational, and policy steps that need to be taken to close the gaps. Articles included in this report concern models for evaluation, the function and targets of evaluation, program objectives and standards, the social context of evaluation, planning and designing evaluation studies, supportive systems technologies, typical student and program variables, measurement approaches and types, technical measurement considerations, reactive concerns in evaluation, and analysis and interpretation of evaluation results.

• Boyer, E. Gil, Simon, Anita, and Karafin, Gail, Editors. *Measures of Maturation: An Anthology of Early Childhood Observation Instruments.* Philadelphia, Pennsylvania: Research for Better Schools, Inc., 1973. Pp. xii + 2,458.

This anthology contains 73 observation systems which focus on the behaviors of children and those who interact with them.

Byham, William C., and Bobin, Donna, Editors. *Alternatives to Paper and Pencil Testing.* Pittsburgh, Pennsylvania: Graduate School of Business, University of Pittsburgh, 1973. Pp. 142, $8.00.

Presents the proceedings of the University of Pittsburgh Symposium on Alternatives to Paper and Pencil Personnel Testing. Papers include: "The Current Status of Judgmental Techniques in Industry," "Performance Testing," "Computer-Assisted Job Matching," "Assessment Centers (Management)," Assessment Centers for the Early Identification of Supervisory and Technical Potential."

Cattell, Raymond B. *Personality and Mood by Questionnaire: A Handbook of Interpretive Theory, Psychometrics, and Practical Procedures.* San Francisco, California: Jossey-Bass Publishers, 1973. Pp. xviii + 532, $35.00.

Intended as a report on the present status of the theory and practice of personality measurement by questionnaire. The findings of over 700 studies are discussed in this context.

Clark, Kenneth, Editor. *Conference on the Use of Psychological Tests in Employment (Particularly with Minority Group Members).* Rochester, New York: University of Rochester, November 1972. Pp. 97.

A report of a conference on the use of psychological tests in employment which was sponsored by the Office of Naval Research. The papers of the principal participants are provided and cover such topics as the legal aspects of employment testing, the role of the publisher, criteria for the validation of tests and current findings regarding validity, and recently revised standards for the use of tests. The papers of the discussants are included in full and questions and answers are summarized.

Dunn, James A., et al. *Career Education: A Curriculum Design and Instructional Objectives Catalog.* Palo Alto, California: American Institutes for Research in the Behavioral Sciences, 1973. Pp. ii + 390, $8.50.

This handbook begins with an overview of historical trends in curriculum, the place of career education in the schools, and the characteristics and organization of the career education curriculum as it has been developed to date. It then offers nearly 2,000 instructional objectives arranged according to curriculum area. Four major categories are covered: Self-Understanding and Appreciation (Individual Differences and Assessment, Knowledge of Self), Opportunities and Options (Education and Training, Jobs and Employment, Social Responsibility, Leisure), Orientation and Goal Formulation (Status Assessment, Options Analysis), and Goal Exploration (Personal Planning, Goal Pursuit).

Franks, B. Don, and Deutsch, Helga. *Evaluating Performance in Physical Education.* New York, New York: Academic Press, 1973. Pp. xviii + 226, $7.50.

This text on the evaluation of performance includes discussions of the functions of testing, test evaluation, the administration of tests, subjective evaluation, the interpretation of test scores, parametric and nonparametric statistics, the evaluation of the student, physical performance and fitness, written tests, and procedures for large groups.

Good, Patricia K., and Brantner, John P. *A Practical Guide to the MMPI: An Introduction for Psychologists, Physicians, Social Workers, and Other Professionals*. Minneapolis, Minnesota: University of Minnesota Press, 1974. Pp. 102, $6.00.

This manual is a revision and expansion of *The Physician's Guide to the MMPI*. Intended to serve as an introduction for those professionals whose formal training did not include detailed information on the use of the MMPI, this book provides background for understanding its potential contribution and its applications in specific instances. The Guide also presents research results as well as some of the more widely held clinical opinions about the interpretation of the test.

Holland, John L. *The Use and Evaluation of Interest Inventories and Simulations*. Baltimore, Maryland: Center for Social Organization of Schools. January 1974. Report No. 167.

This paper provides a general perspective for evaluating interest inventories and simulations and outlines some activities to stimulate the development of more useful inventories.

Miller, Richard I. *Developing Programs for Faculty Evaluation: A Sourcebook for Higher Education*. San Francisco, California: Jossey-Bass Publishers, 1974. Pp. xi +248, $9.75.

Intended to serve as a practical resource for the development and maintenance of a faculty evaluation system. The author demonstrates how faculty evaluation is linked to critical issues in the management of higher education, presents guidelines for implementing a system, discusses the validity and reliability of student evaluation of teaching, and describes nine major aspects of evaluation. An extensive annotated bibliography of research on faculty evaluation is provided.

Pfeiffer, J. William, and Heslin, Richard. *Instrumentation in Human Relations Training: A Guide to 75 Instruments with Wide Application to the Behavioral Sciences*. Iowa City, Iowa: University Associates, 1973. Pp. ix + 306, $6.50.

This book is intended as a reference resource to practitioners in the field of human relations training. Part I provides a general discussion of instrumentation in this field. Part II presents descriptions of 75 instruments applicable for groups and group-related activities. Each annotation includes information intended to facilitate decision making as to the appropriateness of the instrument in meeting specific needs: length of instrument, time estimates for administering and scoring, description of scales, specific uses, positive features of the instrument, and concerns in using the instrument.

Popham, W. James, Cary, Grant R., Chilstrom, Bruce, and Saxe, Robert. *Performance Tests for Instructional Developers: An Exploratory Investigation*. JSAS Catalog of Selected Documents in Psychology, 1973, Vol. 3.

This report describes an exploratory investigation of performance test strategy for assessing skills of instructional development personnel.

Swenson, Wendell M., Pearson, John S., and Osborne, David. *An MMPI Source Book: Basic Item, Scale and Pattern Data on 50,000 Medical Patients*. Minneapolis, Minnesota: University of Minnesota Press, 1973. Pp. 150, $9.50.

The purpose of this volume is to examine the responses to the MMPI of 50,000 medical outpatients and to privide norms for such patients. The tables comprising this report are arranged into three sections: Part 1, Basic MMPI Scales, includes tables giving means and standard deviations for the basic scales, intercorrelations among them, and data on code types; Part 2, Research Scales and Special Scoring Procedures, provides means and standard deviations on 220 scales and intercorrelation data; Part 3, Item Data, gives the percentage of "true" and "cannot say" responses.

Wood, R., and Skurnik, L.S. *Item Banking—A Method for Producing School-Based Examinations and Nationally Comparable Grades*. Slough, Bucks: National Foundation for Educational Research in England and Wales, 1969. Pp. x + 184, $3.10.

This book describes in detail a pilot study which was conducted to investigate the feasibility of establishing banks or libraries of examination questions or items suitable for measuring the achievement of 16-year-olds taking examinations in various subjects.

Worthen, Blaine R., and Sanders, James R. *Educational Evaluation: Theory and Practice*. Worthington, Ohio: Charles A. Jones Publishing Company, 1973. Pp. xi + 372, $15.95.

A collection of articles and papers covering the following areas: the state of the art of evaluation, evaluation as disciplined inquiry, frameworks for planning evaluation studies, considerations in planning evaluation studies, and the future of evaluation.

Standards for Educational and Psychological Tests. Washington, D.C.: American Psychological Association, Inc., 1974. Pp. 76, $5.00.

This revision of *Standards for Educational and Psychological Tests and Manuals* is intended as a guide to both test developers and test users. The guidelines presented are intended to be applicable to both standardized tests and a wide variety of other assessment techniques.

SCORING SERVICES AND SYSTEMS

PAQ Services provides a variety of computer services to users of the *Position Analysis Questionnaire*. The computer analyses provide the following types of quantitative outputs: job dimension scores, estimated aptitude requirements for each job in terms of the nine tests of the General Test Battery, estimated compensation indexes, and groupings of jobs into job families according to the statistical comparability of their job dimension score profiles. Additional computer services can be arranged.

NOTES

• *The Journal of School Psychology* (Winter 1973, Volume 11, Number 4) is a special issue devoted to issues associated with assessing minority group children. Copies can be obtained from Behavioral Publications, Inc.

• The Center for the Study of Evaluation is developing the *System for Objectives-Based Evaluation of Reading* (SOBER) which will consist of instructional objectives and accompanying test items for reading in Spanish. SOBER will be appropriate for use with both native Spanish speakers and students for whom Spanish is a second language in kindergarten through grade 12. Additional information is available from Dr. Ricardo Cornejo.

ADDRESSES

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

Academic Press
111 Fifth Avenue
New York, New York 10003

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

American Institutes for Research in the Behavioral Sciences
P.O. Box 1113
Palo Alto, California 94302

American Psychological Association
1200 17th Street, N.W.
Washington, D.C. 20036

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The Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

JSAS Catalog of Selected Documents in
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252 Bloor Street West
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Department of Counselor Education
College of Education
University of Florida
Gainesville, Florida 32611

INDEX TO VOLUME A

Yearbook 1-4 January–December 1978

This index includes all tests, programs, sources, references, publisher changes, and services which were listed in Volume A of the *Test Collection Bibliography*. References are to the issue number and page. We assume that references to test would be of particular interest to those purchasing the Collection from birth to nine years.

Issues of the 1978 Bulletin are still available. Copies can be obtained for fifty cents ($0.50) each as long as the supply lasts. Address requests for copies to the Test Collection Bulletin, Educational Testing Service, Princeton, New Jersey 08540.

ACHIEVEMENT

Achievement

Academic and Certified Social Worker Assessment of Competence Program. 1:1

Accelerated Speech Perception Test: Prepublication Experimental Edition. 1:1

American Political Behavior Achievement Test. 3:1

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